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| 1. What is our purpose? |
| **To inquire into the following:**   1. **Transdisciplinary Theme**   How the world works   1. **Central Idea**   **Living things adapt to their enviroment in order to survive, therefore preserving their species.**  **Summative Assessment Task(s):**  What are the possible ways of assessing students’ understanding of the central idea?  What evidence, including student-initiated actions, will we look for?  **Strategy**: Performance Assessment  **Tool**: Rubric  **Prompt**: “Choose one endangered animal, talk about its adaptations and explain the causes of how it is becoming extinct and how to prevent it.”  **Evidence: You are a person who works to preserve** species. You have to design a campaign for a local species of your choice in order to raise awareness among CCB Kinder parents about what can be done to preserve their environment. You may do it through a poster, a brochure, a presentation, a role play, etc.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **A** | **B** | **C** | **D** | | **Adaptations**  **(endangered animals)** | Describes 3 ways of adaptation (structure, behaviour and function) | Describes 2 ways of adaptation (structure, behaviour and function) | Describes 1 way of adaptation (structure, behaviour and function) | Does not describe any way of adaptation (structure, behaviour or function) | | **NEEDS** | Gives 4 or more examples of what a living thing needs to survive | Gives 3 examples of what a living thing needs to survive | Gives 2 example of what a living thing needs to survive | Not able to give any examples of what a living thing needs to survive | | **Preservation** | Able to name 3 or more possible realistic/clear ideas to prevent the extinction of species | Able to name 2 or more realistic/clear ideas to prevent the extinction of species | Able to name 1 or more realistic/clear ideas to prevent the extinction of species | Not able to give any idea to prevent the extinction of species | |

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| **Class/Grade:** Kinder | PYP Planner |
| **Age Group:** 5-6 years old |
| **School:** Colegio Colombo Británico |
| **School Code:** 700202 |
| **Title:** | |
| **Year:** 2011-2.012 | |
| **Teachers:** Fernando Arce, Pilar Clavijo, Laura Restrepo, Claudia Madriñán, Vicente Medina, Margarita Mendoza, Magguie Quiñones, Mark Hustad, Adriana Yepes & Sidey Viedman. | |
| **Proposed Duration:**  5 weeks | |
| 2. What do we want to learn? | |
| What are the key concepts to be emphasized within this inquiry?  **FORM CAUSATION FUNCTION CONNECTION**  **Living things Survival Adaptation Habitat** | |
| What lines of inquiry will define the scope of the inquiry into the central idea?   * An inquiry into different kinds of adaptations living things have and how they help them adjust to their enviroment. * An inquiry into what living things need to preserve their species * An inquiry into what strategies living things apply in order to survive | |
| What teacher questions/provocations will drive these inquiries?  Provocation  Children will listen and look at Audio books about animals  Questions  What physical features help living things adapt? How do they use them? What are the physical adaptations that living things have to survive? What animals needs from its environment in order to survive? What are the dangers to the species? What behaviour adaptations living things have? Do all living things adapt to any surrounding? Why? What changes have human beings made to affect the environment? What can people do to preserve the species? | |

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| **3. How might we know what we have learned?**  This column should be used in conjunction with “How best might we learn?” | **4. How best might we learn?** |
| **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**  Evaluación de conocimientos previos L1  Antes de entrar al salón, la profesora explicará que dentro del salón verán las fotografías de 4 animales realizando diferentes acciones. Para el primer animal deberán responder 2 preguntas: ¿Qué es capaz de hacer? ¿Por qué es capaz de hacerlo? Las mismas preguntas serán para cada uno de los otros tres animales. Para poder entrar al salón, deberán reunirse en grupos mixtos de 6; el primer grupo organizado se encargará del primer animal y así sucesivamente; entrarán y se sentarán por grupos, en sillas, al frente de la pantalla. ¿Preguntas, dudas?  La profesora proyectará las fotografías para que los estudiantes identifiquen los animales: ardilla, iguana, ballena y garza. Finalizada la proyección, los estudiantes se sentarán en círculo en el piso al lado de sus sillas para conversar y acordar las respuestas a las dos preguntas. El grupo que termine, regresará a las sillas. Cada grupo tendrá el tiempo y el turno para responder con la siguiente estructura: La ardilla es capaz de \_\_\_ porque\_\_\_.  Strategy: Tarea abierta Tools: Anecdotario  **Previous Knowledge – L2**  Children will make different groups around a given animal picture and they will be questioned about how people have transformed their surroundings? How people can take care of the environment to preserve the species? They will “write their ideas in a bubble map. After than children will share their ideas in a whole group peer sharing.  Strategy- Open ended task Tool- Bubble map  **Research**  Observation (Visual Arts)  Se les presentará a los niños una obra de arte de animales. Posteriormente, los niños harán una representación gráfico-pictórica de lo observado.  **Strategy –** Observation  **Tool –**Checklist  **Skills-**  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  **Line of inquiry**: Different kinds of adaptations living things have and how they help them adjust to their enviroment.  Children will choose a living thing, write all its adaptations and match them with their corresponding adjustment  Strategy: Selected response Tool: Checklist  **Line of inquiry :** What living things need to preserve their species  Children will select on a work sheet living things needs  **Strategy:** Open-ended task **Tool :** Checklist  **Line of inquiry:** What strategies living things apply in order to survive  Children will be asked for three living thing strategies survival and how their applied them.  **Strategy:** Open-ended **Tool:** Anecdotal record | **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  **Media: Printed, audiovisual, internet**  **Research on a Topic**  **Inquiry at the library:** The children will search books individually about different adaptations. They will draw and register their findings in a bubble map. Then, in small groups they will share what they have registered.  **Inquiry at the ICT:** Children will search information than allow them to answer their questions related to what they want to learn, afterwards in small groups they will discuss and register in their notebooks what they have found.  Children will have the opportunity to organize data in bar graphs including important facts about the chosen living thing (animal/ plant and the different kinds of habitats around school, sharing the information and comparing in a plenary practicing the proper vocabulary for Maths.  **Interviews: Expert**  **Interactive Presentations by experts:**  Juliana Rengifo-Biologist: Children will see a presentation about habitats and adaptations that living things need to survive.  **Observation / Experience: Active, hands-on**  **-Heron´s Park**: Children will take advantage of this natural environment to inquire, observe, and register the different adaptations that living things have in order to survive. They will walk round a trail at the park where we expect they will find different living things adaptations and interactions (plants, insects, birds, among others)  **-Cali ZOO**: Children will inquire, observe, and register about the relationship between the survival of one animal and the survival of its species and what human beings can do to contribute to the preservation of species. Children will rotate for different stations where they will find an expert from the zoo. They will have the opportunity to observe animals and plants, and ask all the questions related to this line. They will register the data gathered, in their notebooks.  -**Museo de Historia Natural** Children will inquire, observe, and register about why some animals are extinct and the relationship between the survival of one animal and the survival of its species.  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **Transdisciplinary Skills:**  **Thinking Skills**  Science- Comprehension. Grasping meaning from material learned. Children will inquire in video forums and books related to the topic.  **Social Skills**  Social studies – Accepting responsibility. Being willing to assume a share of the responsibility. The children will have outdoor activities where they will observe and register about living things in the classroom and school surroundings to see how they adapt and how much they have changed their environment in order to survive.  Afectividad – Resolving conflicts- Accepting responsibility appropriate. Se hacen preguntas que contextualicen lo que están trabajando en la unidad III en relación a los procesos de adaptación y el enfrentar cambios y situaciones o conflictos que se presentan en el día a día.  Antes de leer el cuento se preguntara, mostrando la caratula, si lo conocen y si pueden imaginar que va a pasar. Se procede a leer el cuento “La fiesta de cumpleaños de Franklin” y se realizan preguntas como:  ¿Qué quería inicialmente Franklin lograr?  ¿Cómo tenía pensado lograrlo?  ¿Qué sucedió con su idea inicial?  ¿Qué acción decide asumir? ¿Por qué?  ¿En quién pensó?  ¿A alguien alguna vez le ha sucedido algo parecido? ¿Qué paso? ¿Cómo lo soluciono?  ¿Creen que Franklin demostró algún atributo o alguna actitud? ¿Cuál? ¿Por qué?  Inicialmente de manera individual cada niño reflexionará sobre lo que aprendió del cuento, posteriormente deberá reunirse en parejas para compartirlo y juntos realizarán un dibujo de común acuerdo sobre lo que aprendieron, la psicóloga y la profesora pasaran escribiendo sus conclusiones.  Se hará una puesta en común en el círculo para que cada grupo comparta lo trabajado.  **Communication Skills**  L1 – Speaking: giving oral reports to small and large groups,  Los estudiantes se expresarán con oraciones que incluyen personajes, acciones y lugares respondiendo a las preguntas ¿quién es, qué hace (qué está/estaba haciendo), y dónde? Lo harán a través de variadas actividades tales como la mímica de personajes (personas o animales en acción) y el juego del espía. El estudiante de turno modelará una acción y los estudiantes deberán descubrirla expresándose con la siguiente estructura: Personaje estaba acción, en lugar,. “Pablo está saltando lazo en el parque el sábado.”. Se exhortará a reunirse en grupos de 4 para acordar una acción que consideren como poco probable que los demás la presenten. ¿Cuáles serán las acciones más sorprendentes o divertidas o menos comunes? Con la misma estructura se hará con imágenes digitales e imágenes en físico  L2 – Speaking: giving oral reports to small and large groups. The children will share their findings about their chosen animal.  L2 – Writing – Keeping a Journal – children will keep a journal based on their animal chosen, they will write specific facts of their animals following some structures, this excerise pretends to help them in their wrting skills. They will also have the chance to write information they will like to keep about their learning. At the end of the unit , they will share what they kept in their journal with their friends in a concentric circle. They also might use this tool as a resourse to consult ideas for their performance assessment.  **Self-Management Skills**  P.S.E. Time management – using time effectively and appropiately .  Children will be faced with many individual and group tasks, where they will have to have in mind the effective use of their timein order to fullfill each one of them.  Visual arts - Observing. Using all the senses to notice relevant details. Los niños observaran una obra de arte en la cual se puede ver varios animales. Esto les permitirá detenerse en cada detalle de las carateristicas de los animales, sus colores, trazos, posciones entre otras. Los niños irán interactuando siguiendo las preguntas de su profesora. Esta obra de arte será el punto de partida para sus propias creaciones. Para una segunda clase se llevará a la clase un modelo, que puede ser una gallina o un gallo en una jaula los niños lo observaran y tendran encuenta los detalles para irlo plasmando al dibujarlo y pintarlo.  **Learner Profile**  ATTRIBUTES  Children will be exposed to different learning experiences where they will keep on conducting inquiry and research.  They will show they are principled when they take responsibility in their actions and when they assume their share of work during the different tasks. They will be inquirers when they show their natural curiosity about what they wanted to learn and while working on their own inquiry of their chosen animal during the development of the unit. Knowledgeable when they explore and gain information about their animal.  ATTITUDES: The following attitudes are to be worked on during the unit on a constant basis by making reference to them whenever possible: children will show the attitude of appreciation when they admire the beauty of the living things. Empathy and respect when they admire the living things around them. |
| **5. What resources need to be gathered?** |
| **What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?**  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? Para la provocación en la** clase de español se utilizaron imágenes digitales e imágenes en físico. Los espacios de la ciudad utilizados para la indagación son: El Parque de las Garzas, el Zoológico y el Museo de Ciencias. Los profesores han hechos diferentes indagaciones de los animales que están se creían extintos o de aquellos que están en peligro. Agregamos algunos de las páginas consultadas: [**http://www.taringa.net/posts/imagenes/2410171/animales-extintos-y-q-se-creian-extintos.html**](http://www.taringa.net/posts/imagenes/2410171/animales-extintos-y-q-se-creian-extintos.html)  [**http://elsuenodelosdespiertos.blogspot.com/2010/10/reaparicion-de-animales-que-se-creian.html**](http://elsuenodelosdespiertos.blogspot.com/2010/10/reaparicion-de-animales-que-se-creian.html)  [**http://www.mnn.com/earth-matters/wilderness-resources/photos/lazarus-species-13-extinct-animals-found-alive/cuban-solen**](http://www.mnn.com/earth-matters/wilderness-resources/photos/lazarus-species-13-extinct-animals-found-alive/cuban-solen)  [**http://megagalerias.terra.cl/galerias/actualidad/galeria.cfm?id\_galeria=53939**](http://megagalerias.terra.cl/galerias/actualidad/galeria.cfm?id_galeria=53939)  [**http://forum.guerrastribales.es/showthread.php?t=30940**](http://forum.guerrastribales.es/showthread.php?t=30940)  [**http://www.zonacatastrofica.com/criaturas-extintas-que-no-lo-estaban.html**](http://www.zonacatastrofica.com/criaturas-extintas-que-no-lo-estaban.html)  [**http://www.google.com.co/search?q=animales+que+se+creian+extinguidos&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:es-ES:official&client=firefox-a#q=animales+que+se+creian+extinguidos&hl=es&client=firefox-a&hs=2Pz&rls=org.mozilla:es-ES:official&prmd=imvns&ei=oeUaT8KpLIjbtwfcrcjRAw&start=10&sa=N&fp=1&biw=1920&bih=840&bav=on.2,or.r\_gc.r\_pw.,cf.osb&cad=b**](http://www.google.com.co/search?q=animales+que+se+creian+extinguidos&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:es-ES:official&client=firefox-a#q=animales+que+se+creian+extinguidos&hl=es&client=firefox-a&hs=2Pz&rls=org.mozilla:es-ES:official&prmd=imvns&ei=oeUaT8KpLIjbtwfcrcjRAw&start=10&sa=N&fp=1&biw=1920&bih=840&bav=on.2,or.r_gc.r_pw.,cf.osb&cad=b)  [**http://www.youtube.com/watch?v=ov8FXn0Dn8s**](http://www.youtube.com/watch?v=ov8FXn0Dn8s) **Aguia real cazando cabra montesa**  [**http://www.youtube.com/watch?v=4irYqe5yjcE&feature=endscreen&NR=1**](http://www.youtube.com/watch?v=4irYqe5yjcE&feature=endscreen&NR=1) **Aguila cazando una serpiente marina**  [**http://www.youtube.com/watch?v=GGSi4mNML0Q&feature=related**](http://www.youtube.com/watch?v=GGSi4mNML0Q&feature=related)  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**  **Los espacios reales para esta unidad son necesarios e indispensables para lograr la mayor comprensión de los conceptos.** |

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| **6. To what extend did we achieve our purpose?** |
| **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teacher involved in the planning and teaching of the inquiry should be included.**  Children have a better understanding of what a living being is and needs in order to survive. Many of them knew the characteristic of a living thing worked in Prekinder, this information permitted to work deeper in the inquiry. After the learning experiences they were able to identify the causes of extinction, most of them give at least two conclusions of the importance of taking care of the planet, they expressed their concern about the animals that were already extinct.  Children not only identified some physical and behavioral characteristics that help living beings adapt to their environment but reflected upon the importance of preserving the species. Children realized than even thought we are contributing to the extinction of the species with our actions there are many things that we can do to prevent it.  The expert speech of Juliana Rengifo allowed them to have a clear understanding of the concepts of habitat and adaptation. |
| **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**  We consider we have improved a lot when we plan in our timetable a space for giving children feedback of their work during the preparation of their performance assessment. The mentory helps teachers to have a clear picture of children’s understanding of the central idea when they start preparing their performance assessment. Teachers can help them to focus in that aspect that they might have forgotten. By the other hand having a rubric permit to assess students ethically.  Other aspect that it is important to take into account is when teachers model for each of the grades (E-S-A-I) so that they know what is expected from them. Something that we should not forget is to revise the Performance Assessment rubric during week 4 or 5 so we are sure that have been any changes. |
| What was the evidence that connections were made between the central idea and the transdisciplinary theme?   * They established differences and similarities among living things. * They identified and named living things´ adaptations and their interactions. * By learning about living things and their habitats, children showed understanding of the natural world and its laws. * They discovered which living things can live in certain places and how they had developed strategies to do it.   They answered their own questions regarding their chosen animal, after searching in different sources. |

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| **7. To what extent did we include the elements of the PYP?** |
| **What were the learning experiences that enabled students to:**   * Develop an understanding of the concepts identified in “What do we want to learn?”   **Media: Printed, audiovisual, internet**  **Pedagogical Trips:** Children showedunderstanding of the concepts by recounting and giving reasons for the different adaptations living things make in their surroundings.  **Interactive Presentations by experts and guests: (Guests):** Children realized about the different habitats and the animals that can live there.  **Research on a topic:** Children were able to inquire and gain knowledge about living things´ habitats and their adaptations by registering their findings in a journal by using resource books and internet.  **Cooperative learning:**.  Children worked in groups to share their knowledge about adaptations, made bubble maps and displayed them in the classroom.  Demonstrate the learning and application of particular transdisciplinary skills?  **RESEARCH:**  OBSERVING: USING SENSES TO NOTICE RELEVANT DETAILS (VISUAL ARTS):  Los niños observaron un gallo como modelo vivo para observar sus caracterísiticas y detalles y poder plasmar lo observado con crayolas.  **COMMUNICATION:**  -Reading: reading a variety of sources for information and pleasure (L1).  Después de establecer las pautas para una lectura de aprendizaje, que les permitiera obtener información detallada acerca del texto, la mayoría de los niños realizaron una lectura más detallada y reflexiva, teniendo en cuenta las estrategias dadas para este tipo de lectura. Un grupo de niños mostró mayor interés por hacerse preguntas frente al texto antes y durante la lectura. La información obtenida se evidenció cuando los niños lograban concluir el tema del libro, los conocimientos e ideas principales de éste y compartirlas con sus compañeros.  -Speaking: giving oral reports to small and large groups (L2). Children were able to share their findings in small groups and during their performance they were able to share with parents all of their enduring understandings.  -writing: keeping a journal of the inquiry (L2). children used learnt vocabulary using structured sentences to share their ideas, findings, knowledge and opinions.  - The journal helped them reinforce the acquisition of the knowledge which was evident when explaining their inquiries during the performance assessment.  -Using the journal as a tool for keeping information children were able to write in English using Spanish phonics their findings of their inquiry.  **social**  Accepting responsibility. Being willing to assume a share of the responsibility  Children reflected upon the importance of assuming their own responsibility so the team can achieve the task proposed.  Develop particular attributes of the learner profile and/or attitudes?  PROFILE:  Communicator: They expressed ideas and information about animals, their habitats and adaptations.  Reflective: They reflected upon taking care of habitats to help the survival of animal species.  ATTITUDES:  Cooperation: Children collaborated during different situations that demanding team work.  Appreciation: They have shown interest in learning about animals and caring for them.  Integrity: Children showed their sense of fairness when dividing the work to inquire about different animals. |

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| **8. What student-initiated inquiries arose from the learning?** |
| **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  Algunos niños de GK trajeron y compartieron algunos noticias del periódico en las cuales se informaba del oso nacido en cautiverio en el zoológico de Cali y del mico, el cual se creía era el último en su especie, pero encontraron otros de esta misma especie.  En GK, Juan Manuel Muñoz dijo a su mamá, cuando estaban en el parque, “mami cuidado con esa lagartija que parece una ramita seca, es que ella se esta camuflando para cuidarse de los animales que se la quieren comer”.  **Students questions**  ¿Qué adaptaciones tienen los animales?  ¿Porqué las personas no cuidan los animales si son de la naturaleza?  ¿Cómo la gente está desapareciendo los animales?  ¿Porque la gente está destruyendo el hábitat de los animales?  ¿Cómo se camuflan?  ¿Cómo hacer para que las especies no se acaben?  ¿Porque los animales están en peligro de extinción?  ¿Cómo hacer para cuidar los animales que están en vía de extinción?  **Teachers questions / provocations**  What are the adaptations that living things have to survive? What physical features help living things adapt? What are they used for? What behaviour adaptations living things have? Do all living things adapt to any surrounding? Why? What changes have human beings made to affect the environment? What can people do to preserve the species?  **What student–initiated actions arose from the learning?**  Children brought in audio-visual material to share with classmates (books and videos) related to the Unit.  Some girls from B.K. were making a poster asking children to protect the animals they have at school like: squirrels, ladybugs, ants etc.  Some children from G.K. realized that squirrels jump from branch to branch using their tail to balance.  Some children from R.K. were inquiring on their surroundings looking for animals´ habitat. Juan Esteban Guerrero, Maria Jose Medina, Juan Pablo Granada y Juan Antonio Gomez brought books to share about animals´ adaptation and habitat. |

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| **9. Teacher notes** |
| * Recomiendo que si se sabe que estamos asignados a un área en particular, tratemos de no olvidar las tareas que se deben cumplir sin esperar a reuniones o acuerdos. Es importante cultivar el hábito de llevar propuestas a las reuniones. * El cuadro que el coordinador diseñó para distribuir las salidas, tareas, expertos, registros circulares entre otras cosas para cada línea de indagación, con fechas claras, no ha sido utilizado por los miembros del equipo, les recuerdo que este cuadro nació justamente por el problema que estamos viviendo en el grado, frente al desempeño y realización de tareas. Es posible que la falta de una pareja de profesores recargue las responsabilidades y las tareas de más pero si somos consciente del uso de esta herramienta para ir registrando nuestras tareas y deberes etc. podría funcionar mejor los procesos. La invitación es que nos apropiemos de él. * El amor que los niños muestran por los animales permite que todos se estén enganchados en la unidad desde el momento de la provocación. De igual manera, recoger los conocimientos previos para luego comparar en una reunión posterior nos permite a los profesores tener un claro panorama de cómo están los niños frente a la unidad. En qué aspectos se encuentra fuertes y cuales se deben hacer un trabajo más puntual. Esto lo debemos mejorar, También es importante tener en cuenta que no todos los salones marcan un mismo criterio frente a las líneas, en ocasiones se ha notado que en algunos salones los niños tienen más conocimiento o manejan un mejor discurso. * Una estrategia de diferenciación que se debe tener en la planeación de las unidades es las estaciones o las agendas, porque esto favorece conocer cómo van los niños avanzando en su comprensión, me gusto hacer el trabajo después de la tarea porque fortalecemos a los niños su responsabilidad frente a estas y que las tareas son útiles para la revisión de sus procesos. Por otra parte, considero que al tener un momento tan cerca con ellos podemos promover la pregunta a través de preguntas. * Falto usar el ICT para hacer trabajo de indagación, como sí se hizo en la biblioteca * Los profesores debemos indagar previamente acerca de los conceptos y los temas con el fin de estar mejor preparados. * Los guías en el zoo mostraron todo su conocimiento y su entusiasmo mientras hablaban y respondían las preguntas de los niños, no querían parar. * Esta unidad como es tan interesante para los niños se debe empezar desde el día uno de la unidad. * Los niños tuvieron la posibilidad de trabajar casi desde el inicio de la unidad su propia indagación acerca del animal que escogieron lo cual llevó a que realizaran conexiones y comprendieran los conceptos desde su propio interés. * We should plan the field trip to Heron´s Park longer so children could take advantage of the beautiful place. It is suggested 30 minutes more. * I liked to work with children in our performance assessment, it reassures that when they have several well planned learning experiences they make the connections easily. * Green Kinder process with the Journal was lengthy and not as successful due to the time they needed to take for the assembly * As a recommendation we will make sure next time we use all tools, homework sent, journals, inquiries, videos, field trips during the performance assessment. (link, link, link). * We needed to cancel two of the experts, due to difficulties with the time table. We would need to take into account this for next year and privilege their information, because we feel we lacked their analysis on behavior versus adaptation. * The performance assessment with the parents invited as an audience was a blast. We will need to keep the same format for next year. * The timing in the year worked well also. We should keep it like this for next year. * Rotations for performance assessment:   + Place them more separated   + Place them outside   + Do not start with their own parents to grow confidence, so that when their parents arrive they would have “practiced and learnt it by heart”.   + Less children per group and more groups, so that the waiting time to speak would be less and discipline would not become an issue.   + At the end during the closing-up activity, make a round table with parents and invite them not only for appreciation words, but for advice and positive critiques.   + We would need to recommend to the parents to “avoid” the use of cameras and cell phones while the children were speaking. It would be done gently at the beginning of the activity. * For next year we will take into account the time devoted to the experts. We will plan the speech carefully and plan activities immediately after the expert (45 minutes for the expert plus the activity afterwards). * We will need to evaluate in depth whether we would inquire about animals around us or any animal they choose. * We will give a list to the librarian about the animals the children inquire the most in order to improve our bibliography. * To have the computer ready for the inquiry in the class |